UNITED NATIONS
ECONOMIC AND SOCIAL COUNCIL

Distr.
LIMITED

E/ECA/PAMM/HRP/TC/88/4
7 August 1987

Original: ENGLISH

ECONOMIC COMMISSION FOR AFRICA

Technical Preparatory Committee Meeting
of the Third Conference of Ministers
Responsible for Human Resources Planning,
Development and Utilization

Khartoum, Sudan, 9-11 March 1988

LC/NAIROBI

INTEGRATION OF OCCUPATIONAL TESTING, CAREER GUIDANCE AND COUNSELLING INTO EDUCATIONAL TRAINING AND EMPLOYMENT PROGRAMMES

I. INTRODUCTION

A. Nature, Scope and Importance of Guidance and Counselling, Occupational/ Psychological Tests

Professional guidance and counselling and the related occupational/ psychological tests are still little known to the general public of Third World countries although a number of institutions and government ministries in these countries (African countries in particular) have taken recourse to their applications in education employment services, industry, social/community development and health services.

Functionally, guidance is a term used to denote the process of helping an individual to gain self-understanding and self-direction so that he can adjust maximally to his home, school, work and community environment. Self-understanding will come his way only when the individual's ability, aptitude, interests, personality traits (strengths and weaknesses) and the like are exposed to him through some appraisal methods and are correctly interpreted to him by the counsellor. It is after gaining this knowledge that the individual chooses a line of life that will maximize his adjustment to the environment where he happens to be.

Counselling, on the other hand, is the process of helping an individual to accept and use information and advice so that he can either solve his pending problem(s) or cope with them productively. Sometimes, this process helps the individual to accept an unchangeable situation, for example, loss of a loved one etc., and to some extent change it in his favour rather than letting himself be overcome by the situation. Counselling has more to do with emotional and developmental problems such as behavior disorder among children, drinking and drug abuse, mental retardation, depressed individuals and other social-related problems. The process helps one to be realistic without being pessimistic and self-destructive about one's academic/educational, vocational, occupational and social decisions.

Occupational/psychological tests are systematic procedures which attempt to assess, determine and bring to light relevant differences among individuals. Psychological tests have the potential to assess and reveal, in a reasonably objective way, where, and how sizeable a person's strengths and weaknesses are relative to other people, and to help a person see more clearly where his/her interests, inclinations and potential satisfactions may lie. Psychological tests are used in order to assess the qualities and characteristics of individuals in an effort to promote their optimal functioning in the context of a given society.

The importance of the decisions to which psychological assessment contribute in a given country such as Zambia, Malawi etc. today cannot be over-emphasized. In the clinical field for example, psychological tests are used in deciding which individuals need psychiatric care and what kind of treatment they are to receive.

In the educational and industrial spheres on the other hand, measurements of achievement and aptitude are the principal criteria determining entry to higher education. Assessments of aptitudes and interests are an important part of the information used by guidance personnel to assist individuals with vocational decisions, and the same kind of assessment play a very important role in the selection and placement of personnel in a wide range of business, industrial and governmental posts throughout a given country. In other words, psychological assessment enables the nation to effectively identify and utilize its scarce human resources by identifying individuals with the appropriate combination of the human resources coupled with personality, temperament, interests, and aptitude for specific jobs.

Thus, psychological testing should be widely used in a country in making decisions of far-reaching consequences for both individuals and the society as a whole. Psychological tests offer obvious advantages as bases for these types of decisions. They are quick sources of information about individuals. Their evident objectivity and fairness tend to counteract favouratism in decision-making and build public confidence in the decisions taken.

3. Need for Guidance and Counselling Services in African countries

The above paragraphs have shed light to the nature scope and importance of guidance and counselling, occupational/psychological testing services. It is therefore obvious that developing countries should give urgent attention to the development of viable psychological testing, guidance and counselling programmes. In broader terms, the following are among the reasons and or factors which dictate the need to place high priority on guidance and counselling services.

(i) Complexity - There has been a growing complexity in the occupational and organizational structure of society which has made it difficult for a person to assimilate and organize the data necessary to take a decision on the choice of education, a career, family life for example.

(ii) Achievement Orientation - There has been a gradual shift from ascription criteria to achievement criteria concerning the allocation of positions, roles, functions, rights, duties, etc in society. This achievement orientation is related to the increase in mobility (social, occupationally, maritally etc.); many more options are open to the individual.

This shift from ascription to achievement is also consequences of rapid social change. In the African traditional societies, the individual's position in society and in economy are primarily by ascribed criteria such as kinship, sex, age category, position held in the community, class etc. The individual personal wants, needs, abilities and achievements are of little importance.

Developing countries are becoming or moving rapidly towards industrialization and therefore more achievement oriented than ascription criteria. The point here is that achievement plays a fundamental role in our kind of society today and achievement implies personal decision and choice. Hence, the shift from ascription to achievement, coupled with the added complexity and change - ability of society dramatically increase the need for guidance and counselling. The individual requires information and advice in order to expand his opportunities and his capacity to choose.

(iii) New increased responsibilities of schools - The changing demand for education is forcing educational institutions to "diversify their educational products. This is what a manufacturing industry does in its product plans and strategies". Old products are improved and new ones are added as consumer tastes change. At present, there is an increased demand on educational and training development responsibilities to prepare nationals for the country's labour market. In this situation, there is a philosophical constraint which impels the country to provide a variety of educational and training development programmes to suit a student's interest, abilities and aptitudes. The young people need to be guided about making the right choice of the educational subjects of study and the vocational occupational trade they have to follow in order to assist them reach the top of the ladder in that track.

(iv) The changing structure of the world of work - Changes in the world of work include changes in positions, tasks and responsibilities in occupational roles. Supply and demand of personnel in the occupations also are changing. These changes are affecting the availability of people for the labour market and because educational programmes always lag behind technological changes and occupational qualification requirements, the changes also affect curriculum requirements. It is the responsibility of an effective psychological aptitude testing, guidance and counselling programme to take an inventory of these changes in order to be in a better position to guide students, employees, job seekers etc. in making decisions about occupations and career growth.

It is also normal for people to want to change jobs and even professions irrespective of their age and the length of time they have spent working on the first career because of the changing structures in the world of work. This may be necessary for a variety of reasons - health, change of environment, need to acquire new skills or additional skills to supplement their old ones etc. Such people need proper guidance and counselling to ensure systematic and effective change.

(v) New Technology - With high or advanced technology (though not yet advanced in Africa) the whole concept of learning and of the working life span of the future may be different and the effect of technological changes upon each individual in the society may if not already become dramatic. The point is that advanced technology carries with it implications for education and training, the development of human resources, changes in social structure and, therefore, the need for systems of guidance and counselling to assist persons understand and plan in accordance with the transformations taking place in their nations.

(vi) Identification of talent - There has been an increasing national concern with the need to develop all human talent. Countries therefore need to identify their talented youths and nurture them to the optimal level of social, educational and economic development. Early identification of the talent of an individual is very essential for the proper planning of programmings for the manpower needs of the country. Guiding and Counselling young people to pursue the right type of education in which there is no over production of certain manpower needs and under production of the other aspects of the manpower needs is a sure process of planning, developing and utilizing a country's human resources.

(vii) Increased social-oriented problems - Individuals are becoming victims of alcoholism, druggism, prostitution, banditry and other forms of criminology and social menace whose root causes among others include the education system (especially secondary level) that fails to produce creative and competent human resources; the vocational sector trains the community especially in trades that may have less relation to the productive activities of the community especially in the rural areas; some community and family attitudes and social behavior which on the whole frustrates and interferes with the intellectual, emotional and productive performance of youth in school and out of school; and family socio-economic hardship causing failures for the parents to accommodate and rehabilitate the youth within the family and community.

(viii) Special populations - There is an increasing demand to educate, train, employ and/or engage individuals in the category of special populations in productive or spiritual work. In this case, there is need for guidance and counselling programmes for special populations. Although no one can deny the difficulties involved in classifying or categorizing special populations, one can identify the existence of physically, mentally, psychologically and socially handicapped persons.

In view of the above explained factors and pressing needs, psychological testing, guidance and counselling is seen as a fundamental aspect of life long learning and continued adjustment; and has thus the potential to provide for the diversifying needs of students, youth, adults, employees, the retired special populations and many others through various activities.

Against the above background this report on the integration of occupational testing and career guidance and counselling into education, training and employment programmes will review: (i) the ECA promotional activities in this area; (ii) present status and development of guidance and counselling programmes in some selected countries in Africa. Thereafter, the report will advance suggestions and or recommendations including strategies for integrating occupational/psychological testing, career guidance and counselling services into education, training and employment programmes.

II. ECA PROMOTIONAL ACTIVITIES IN OCCUPATIONAL/PSYCHOLOGICAL TESTING GUIDANCE AND COUNSELLING

In accordance with the ECA Approved Programme of Work and Priorities and persuant to Resolution 318(XIII) on training for development adopted at the ECA Conference of Ministers March, 1977 and the ECA Conference of Ministers Resolution 444 (XVII) of April, 1982 which called for institutional machinery for the review and co-ordination of programmes and policies in human resources planning, development and utilization, the Secretariat has undertaken promotional activities in guidance and counselling, occupational/psychological testing among ECA member States.

The programme of activities has aimed at fostering the development of viable guidance and counselling programmes and occupational/psychological testing services and their integration into education, training and employment in the development efforts of the ECA member States. The promotional activities have involved country studies to appraise, analyse and evaluate the effectiveness of existing programmes and had provided advisory services aimed at improving their scope, relevance and usefulness. The studies led further to the establishment of a special ad hoc task force which examined the dimensions of the problem, prepared training programmes and specifically called for intensive national and subregional training workshops, research activities and advisory services.

In implementing the work of the task force and in accordance with the ECA Approved Work Programme, ECA has and continue to conduct national and subregional training workshops as well as advisory services to member States. The training workshops are designed to provide knowledge and skills in guidance and counselling, an understanding of the use of occupational/ psychological tests as well as the collection and dissemination of occupational information. The trainees include teachers, career guidance officers (in the ministry of Education) employment officers, social and community field-work officers, training officers or teachers in Rehabilitation Centres, Dean of students and others involved in the various aspects of guidance and counselling services, occupational/psychological testing programmes.

In particular the ECA promotional activities have assisted in the training of para-professionals who in a number of countries have been deployed as guidance counsellors and teachers; have promoted the establishment of guidance and counselling programmes where they did not exist and improvement have been made on already existing ones; technical publications, instructional materials and monographs have been developed and made available to member States for their use. In general, the ECA programme on guidance and counselling occupational/psychological testing has brought to the attention of many African governments through training workshops, seminars, advisory services and other publicity methods the need to establish and sustain viable guidance and counselling programmes at national level.

At the national level, many African governments have recognized and accepted that guidance and counselling, occupational/psychological testing services are important and needed in all efforts and investment of human resources development. However, programmes established and services rendered have not yet in many countries of Africa taken sufficient roots to germinate into viable programmes. The paucity of qualified personnel; lack of policies and effective co-ordination of programmes at national level; lack of developed indigenous psychological tests for individual appraisal and assessment; and the limited resource base from which they have to operate have affected the development and implementation of efficiently conceived programmes.

These constraints among others have also been expressed at the ECA Conference of Ministers Responsible for Human Resources Planning, Development and Utilization in October 1981 (in Liberia) and October 1984 (in Ethiopia, Addis Ababa) as well as at the Training Development Conference of the African Association for Training and Development (AATD) in December and November 1979 and 1984 respectively in Addis Ababa.

The 1984 Regional Conference of the African Association for Training and Development held in November in Addis Ababa recommended among other things that "member States of the ECA are entreated to develop and implement viable national guidance and counselling programmes which should cater for respective countries educational and training institutions, employment services, social and community services and for rehabilitation and related services". 1/

But what is the present status and development of guidance and counselling programmes, occupational/psychological testing services in Africa? A close look at what is happening in a sample of African countries (Tanzania, Liberia, Malawi, Egypt, Zimbabwe, Ghana, Togo, Ethiopia, Kenya and Zambia) will shed light on this issue.

III. THE STATUS AND DEVELOPMENT OF GUIDANCE AND COUNSELLING PROGRAMMES IN SOME SELECTED COUNTRIES IN AFRICA

The following information on the status and development of guidance and counselling programmes in the above selected countries is based on country reports presented at the Fifth Biennial Training Development Conference of the African Association for Training and Development held in Addis Ababa in November 1984 and the Subregional Workshop on guidance and counselling held in July 1986 at the University of Nairobi, Kenya.

(a) Malawi - Guidance and counselling programme began in 1974 when the post of Vocational Guidance Officer in the Ministry of Education and Culture was established to act as liaison person between secondary schools and employers. The emphasis was and has been mainly on careers guidance and counselling services to secondary school leavers. Teachers that were trained to serve as guidance counsellors served in this capacity as an adjunct to normal teaching duties. The government was embarking on the training of personnel to man the office of the Careers Guidance within the Ministry of Education and Culture. Furthermore, the Ministry of Education and Culture established in December 1972 a Practical Handbook for Career Guidance aimed at providing basic information (to all career guidance teachers in secondary schools) on how career guidance can be organized in secondary schools.

As regards to psychological tests, Malawi, just like in most African countries, the use of psychological tests is unknown in school as aids in guidance and counselling. Aptitude tests (used by the Malawi Certificate Examination and Testing Board) have been used to aid employers or educationists in personnel selection and scholarstic placement respectively.

1/ See Report of the Fifth Biennial Training Development Conference of the African Association for Training and Development, Addis Ababa (Ethiopia) 12-29 November 1984.

With the increase in the supply of teachers with a careers guidance and counselling component from Chancellor College and other training institutions and funds being available, career guidance and counselling will be given its rightful place in the secondary school curriculum in Malawi.

(b) Zimbabwe is one of the few countries with a Psychological Services Unit in the Ministry of Education and the infra-structure to build on. After independence, guidance and counselling programme has expanded to embrace all schools in Zimbabwe. The main innovations in the programme have been made possible through making guidance and counselling courses (for four years) compulsory for teacher trainees; in-service courses are offered to secondary school headmasters/mistresses and teachers on guidance and counselling. Counsellors so produced are attached to schools to provide psychological services in the schools on an organized basis. Zimbabwe also has a well established 'Education for Living' programme instituted within the curricula and where guidance information is disseminated. More liaison and co-ordination was called for between other agencies offering information on career opportunities and counselling services.

In the area of occupational/psychological and psychometric tests, efforts are being made to adopt these tests to the local situation and research in this direction is being under-taken by the Department of Psychology at the University of Zimbabwe.

In summary, although it is noted that much headway has been made for a more co-ordinated impact in guidance and counselling, few trained personnel are available and the teacher trained as a guidance counsellor has to offer a service as an extra curricula activity as in most other countries. SEcondly, the programme is tinged with Western elements which have to go to make it relevant to the typically African culture which predominates in Zimbabwe today.

(c) Ethiopia - In Ethiopia, guidance and counselling being a relatively new concept, is practised on a very small scale. Most of the cases handled are of social problems amongst the population outside the school. However, the need for trained staff in guidance and counselling in the schools is very apparent especially with unwanted pregancies, problems of adolesence and adjustment to life after school.

At the University, two courses in guidance and counselling are offered in the Department of Educational Psychology. Those trained in guidance and counselling are sent to senior secondary schools as guidance officers. However, there has been not follow-up or evaluation programme as to the impact of guidance teachers sent to the senior secondary schools is concerned. In general and although there is a guidance and counselling officer in the Formal Education Department of the Ministry of Education, a formal guidance and counselling programme including the structural base is yet to be established and developed in Ethiopia.

(d) Egypt - The Egyptian guidance and counselling system is more concerned with vocational and career guidance relating performance and interest to a career. A vocational guidance officer is available at each regional centre where updating records as well as testing is carried out. Given this type of services, vocational guidance units are established all over the country with the ultimate aim of covering the whole country by 1986. Career pamphlets are issued often. Also information on training institutes is made available. Job analyses are carried out together with much follow-up on the individual's performance after a placement is made.

The Egyptian model may be well developed, however, there is need to embrace all aspects of guidance and counselling rather than confine it to vocational guidance as is the case. A more effective programme to include other areas such as educational, occupational and personal guidance and counselling, psychological testing and their integration into the Education system, training and employment services has to be established and developed for effective development and investment of the country's human resources.

(e) Ghana - has recognized the need for instituting guidance and counselling services at all levels of the education system (primary, secondary, post-secondary and university). However, more emphasis as to the provision of guidance and counselling services is given to secondary schools, technical schools and teacher training colleges. In 1973, a systematic guidance and counselling programme was introduced in all these institutions. At the University level, Ghana has established a comprehensive counselling services for students. The service covers among other things, occupational orientation, personal counselling and placement.

In the area of occupational/psychological testing not many tests have been developed to support the guidance and counselling services. In this case, psychological tests are minimally used in schools.

In conclusion, unavailability of information on manpower projection and labour market trends to give direction to guidance and counselling, shortage of qualified personnel, inadequate funds and support services have served as big impedements to effective guidance and counselling activities in Ghana's educational institutions.

(f) Togo - Underwent educational reforms in 1975. The need for guidance and counselling services in schools was emphasized and the Department of Education was entrusted with the responsibility of developing guidance and counselling services in schools. Other institutions involved in the guidance and counselling activities include: the University's guidance and counselling unit, labour services, regional inspectorates, the Department of Education's Guidance and Counselling Services, information and publication department and the research and statistics department.

Problems encountered so far in the implementation of guidance and counselling activities include the inadequacy of trained staff, the unavailability of appropriate guidance and counselling materials and lack of facilities for the training needed personnel. Although Togo's guidance and counselling programme involve various institutions for providing various aspects of guidance and counselling services, there is need for an infra-structure to build on and for effective co-ordination of activities among institutions involved in the provision of guidance and counselling services.

(g) Tanzania - In Tanzania, there is no formal and systematic organized guidance and counselling programme within the educational system even though the Ministry of Education has recognized the need for guidance and counselling services and has appointed careers teachers in secondary schools and charged them with the responsibility of providing careers guidance services in school. However, some aspects of guidance and counselling activities are being developed and provided by the National Vocational Training Division (NVTD) in the Ministry of Labour and Manpower Development and a private organization known as the Responsible Parenthood Education which collaborates with government ministries and other agencies.

The National Vocational Training Division's guidance and counselling services include: induction and group counselling programmes which are designed to support preventive pedagogical work; elaboration of information materials concerning vocation training; public relations and the establishment of annual information pamphlets for parents, employers, local community and others. While guidance and counselling programme under taken by the Responsible Parenthood Education include training workshops, Youth Leaders Seminars, Youth Counsellors' Seminars and refresher courses. Educational guidance involving planning and carrying out information on general vocational and educational matters such as study techniques, study economy, application techniques, course choice procedure is also provided by the NVTD.

There is need for more recognition of professional advisors in Tanzania. Young people as well as all others in need of guidance and counselling have to take advice from the sages and other authorities regarding educational, occupational, social and personal problems. The few trained personnel and even fewer resources make guidance and counselling in Tanzania a very difficult task.

This is compounded by the fact that there is need for psychological tests that are locally standardized, and which will give vocational information on local norms.

(h) Liberia - Guidance and counselling programmes within the educational system started nearly three decades ago. The programme however, has not been effective and viable because of lack of finance, lack of training for guidance counsellors, high turn-out of guidance councellors to "green pastures", inadequate counsellors at the tertiary level and other factors.

A student Personnel Services Unit exist in the Ministry of Education. It is involved in among other activities the selection and placement of students into schools, vocational training etc., organizing seminars and or training workshops for the career guidance teachers; co-ordinates and supervises the activities of the careers guidance teachers and assists in the development of guidance and counselling materials for use by the careers guidance teachers.

In the Ministry of Labour, a guidance and counselling unit exists and provides employment-oriented guidance and counselling activities. These activities among others include: the provision of occupational information to job seekers; selection and placement of individuals into jobs and training activities; induction courses, guidance and counselling services to individual employees, job seekers having social and personal problems.

In general, Liberia like other countries in Africa has and continue to operate guidance and counselling services under various constraints most of which have been mentioned earlier.

(i) Kenya - A Guidance and Counselling Section exists in the Ministry of Education, Science and Technology (MOEST). The section was established as early as 1967 and has since assumed full responsibility for all guidance and counselling activities. The section's responsibility include strengthening the guidance and counselling practices; supervising the activities from the head office through routine supervisory services to schools and colleges; publishes two important booklets, namely the Handbook for Schools' Guidance and Counselling (revised every three years) and the Guidance Information Booklet which comes out annually. Courses and workshops are organized (by the section) at district levels involving not only teacher counsellors, but all teachers and sometimes the School Headmasters as well as Headmistresses. Broadcast programmes over the Voice of Kenya to reach the parents are also used. Teacher trainees take guidance and counselling as a subject and in most cases, there is a teacher responsible for guidance and counselling services in every secondary and technical school.

Besides the Guidance and Counselling Section in the Ministry of Education, Science and Technology, other institutions and ministries involved in guidance and counselling activities include: The Ministry of Labour the Kenyanization Section; the Directorate of Personnel Management; Kenyatta University;

The Kenya Institute of Special Education (KISE); Probation Department; Ministry of Home Affairs; The Kenya Youth Polytechnics; and the Reformatory (Approved) Schools. The Directorate of Personnel Management a department responsible for manpower planning, training and staff development plays a major role in supporting the National Guidance and Counselling Programme by obtaining career information, organizing training activities and providing whenever available scholarships for short or long term training abroad.

As regards to occupational/psychological tests Kenya has not yet developed standardized tests for use in psychological services. Research studies in psychological tests are currently being undertaken by a group of individuals at Kenyatta University and the University of Nairobi - Kikuyu Campus.

In general, Kenya has made efforts towards the realization of viable guidance and counselling programmes. However, strategies for co-ordinating guidance and counselling activities need to be developed to ensure effective operation and provision of guidance and counselling services at the national level.

(j) Zambia - The application of occupational/psychological tests, guidance and counselling services within the educational system, employment and industrial services is carried by three main institutions in Zambia. These are: The Psychological Service Unit of the Ministry of Higher Education; Educational and Occupational Assessment Services of the Ministry of Labour and Social Services; and third, Psychological Services (formerly Psychological and Assessment Services) of the Zambia Consolidated Copper Mines Limited.

The work of the Psychological Service and the Department of Technical Education and Vocational Training in the Ministry of Higher Education has contributed to education in Zambia largely in assisting to improve educational standards. The Psychological Service in the Ministry of Higher Education was established in 1965 and since its inception, the Psychological Service has primarily concentrated on examination preparation, careers and vocational guidance activities, test development, research and the training of personnel in techniques for identifying and assessing children with learning or other disabilities. A careers Unit for guidance and counselling services was established in 1971 as part of the Psychological service and the unit has achieved a number of things which include: the development of various ability tests; careers leaflets covering different work areas; careers Bulletin and others.

In 1982, the Ministry of General Education and Culture established with other Ministries a joint committee on career guidance which under the administration of the Psychological Service, co-ordinates activities on careers through an integrated guidance and placement system.

Secondly, the work of Educational and Occupational Assessment Service (EOAS) has been mainly in the area of personnel selection through the use of aptitude tests developed and administered to various clientele. The department provides a consultancy service to government departments, the parastatal sector and private industry in all matters relating to the assessment of individuals for employment, training and talent spotting for promotion purposes. Over the years the EOAS has conducted occupational selection tests for nearly all government ministries and numerous parastatal and private organizations in fields including agriculture, aviation, the the military, computing, secretarial, health, education, clerical, broade casting and many others. As well as assessment for selection, assessment for vocational guidance in secondary schools was also started by the EOAS and has developed in sophistication over the years since independence.

Thirdly, the Psychological services of the Zambia Consolidated Copper Mines (ZCCM) Limited falls more in the domain of industrial psychology. Unlike the EOAS, which caters for the Civil Service and the parastatal sector, the work of the Psychological Services is closely tailored to the needs of the Copper Mining Industry although it has provided a consultancy service, mainly to do with testing, to some government departments as well as to private and parastatal organizations. The Mining Industry by virtue of being the largest and most complex industry in Zambia, affords the opportunity to apply most of the principles of human behavior as it relates to the world of work and relating manpower needs to the training resources available.

The more frequent functions of the Psychological Services (Ps) fall under the broad category of fitting the man to the job in contract to fitting the job to the man. Accordingly, emphasis has hitherto been placed on personal selection, careers and vocational guidance and counselling, identification of supervisory potential and research pertaining to these areas. The Psychological Services also compiles careers brochures in the major mining disciplines such as Engineering Mining, Metallurgy, etc. as well as the dissemination of careers information. In addition to vocational guidance, the Psychological services provides a counselling service to employees within the company who are referred to the PS by their supervisiors following unsatisfactory work performance sustained over a period of time.

As regards to research and development the three units reviewed above are accurately aware of the importance of test research and development, as well as research related to the applications of psychology in education, training and employment. Zambia like other countries reviewed in this report face financial constraints and inadequate skilled personnel. The need to plan and develop strategies for effective co-ordination of occupational/psychological testing, guidance and counselling services among the three units so as to benefit from each other's experience and expertise should be given urgent consideration.

In conclusion to this part of the report, it is noted that all of the countries reviewed above are faced with common constraints in the implementation of the guidance and counselling programmes. Among these problems are: (i) the general fluctuation in funding of guidance and counselling programmes; (ii) a serious lack of trained personnel to undertake the necessary training at tertiary institutions; (iii) inadequate communication links hampering the dissemination of information concerning training facilities and employment requirements to youth advisors, careers guidance teachers etc; and (iv) few (some countries none) resource materials such as libraries, psychological tests, careers pamphlets, guidance and counselling instructional materials are available and (v) the policy level, total and enlightened commitment on the part of policy and decision makers is necessary and should surmount the constraints.

However, in spite of the constraints faced by the countries reviewed above (and in many other countries of African region), the spirit to plan and use guidance and counselling services in effective planning, development and utilization of their respective human resources is evidently very strong.

IV. INTEGRATING OCCUPATIONAL TESTING, GUIDANCE AND COUNSELLING SERVICES INTO EDUCATION AND TRAINING PROGRAMMES

A. Integrating guidance and counselling in schools

In the introductory part of this report, broader issues relating to the need to place high priority on guidance and counselling services have been discussed. In more specific terms, let us look at the various problems faced within the school system which may have implications for guidance and counselling services. These problems among others include the following:

- The expansion in the number of pupils and schools has risen dramatically and free access to school has led to an increase in expectations for work and possibly a career after school.

- The large intake and pursuit of «white collar» jobs has led to a large number of school leavers facing limited job opportunities, they are ill prepared for any job, have unrealistic ambitious and are likely to become discontented members of society.

- The school syllabus in many countries has placed too much emphasis on an academic education rather than a more balanced system in line with student's abilities.

- Poor study habits and time management are also seen to lead to poor performance hence low achievement.

- Drinking, smoking, drug abuse,teenage pregnancies, banditry and other forms of criminology and social menace are also problems that need attention in schools.

In consideration of the above problems and many others, guidance and counselling services are therefore needed in all schools today. Guidance and counselling services in schools should be regarded and developed as preventive measures used to minimize problems such as those mentioned above. The integration of guidance and counselling services in schools may therefore involve and focus on the following:

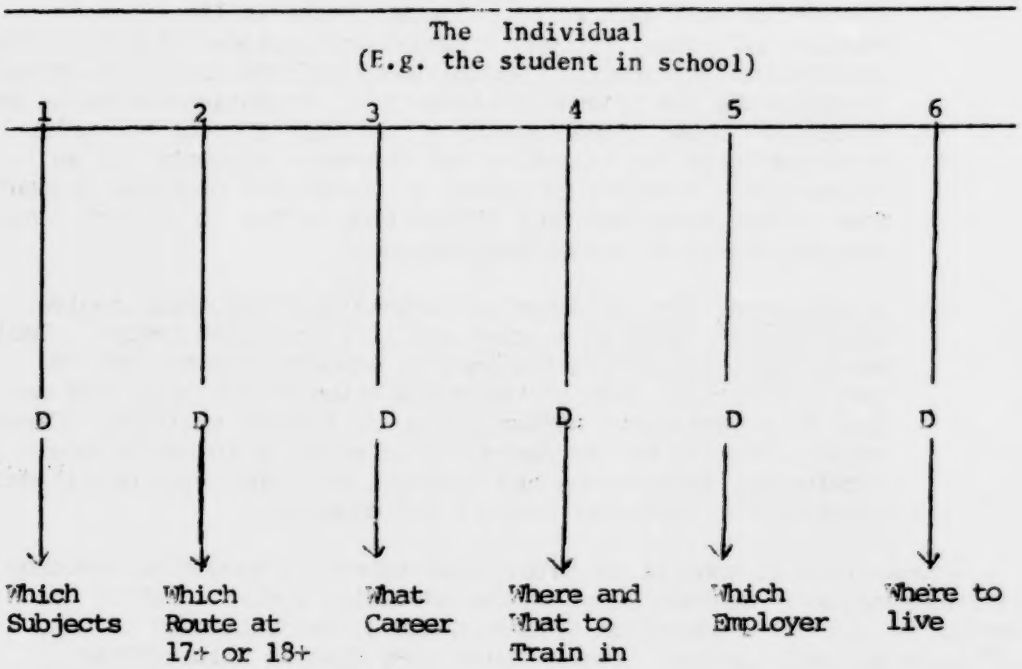
(a) Providing Information: Information should be given to pupils on various job opportunities and further educational or training facilities. Such information may be made available to students in various ways such as in reference books in libraries or careers bulletins, through arranged occupational visits, careers exhibitions and others. Occupational information is essential to eliminate the by chance elements in occupational choices and to replace these elements with a carefully thought and well organized plan for selecting and preparing students for an occupation. A number of career or vocational problems student come across stem from poor information either in subject content, subject choice or career aspirations.

(b) Decision Making: Guidance and counselling services involve assisting students to acquire skills in decision making. Decision making in a school setting include subjects choice that is taking a serious look at the combination of subjects that may lead to a particular career choice or further training. Career choice, that is making decisions in relation to educational attainment, aspirations and interest with the entry qualifications required for different careers and courses.

Counsellors in schools including administrators should be concerned with decisions required at each level of the education system. Taking an example of the 8-4-4 Education System in Kenya, students need to make decisions at each terminal level. Below is a diagram illustrating decision making at the 4 year level of secondary education as an example.

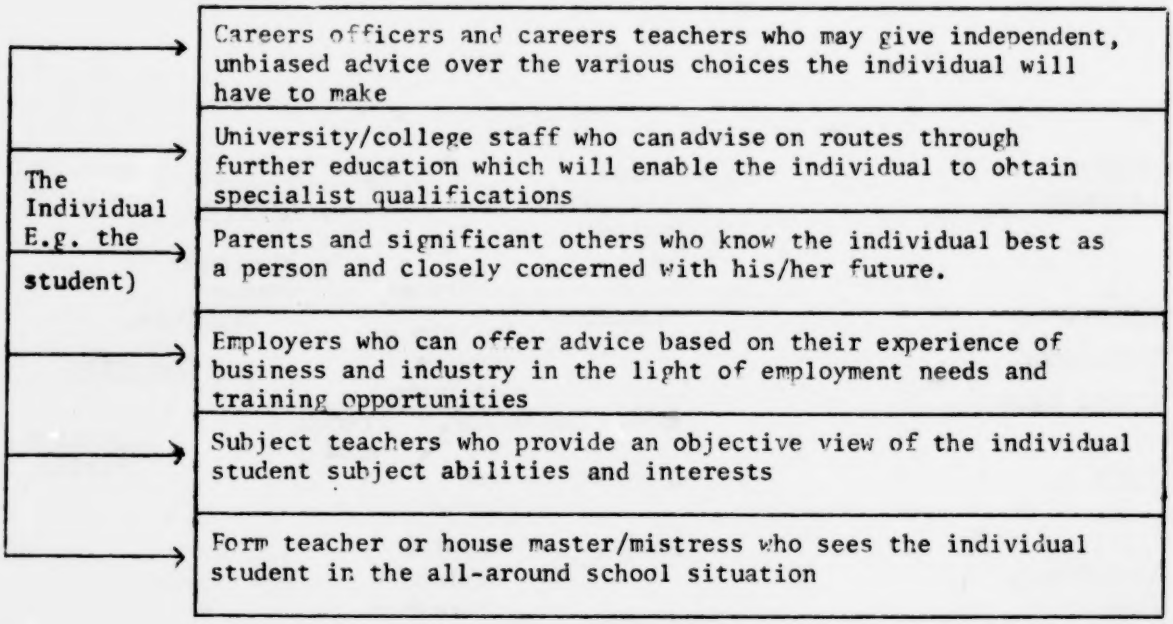
Making Decisions

D for decisions



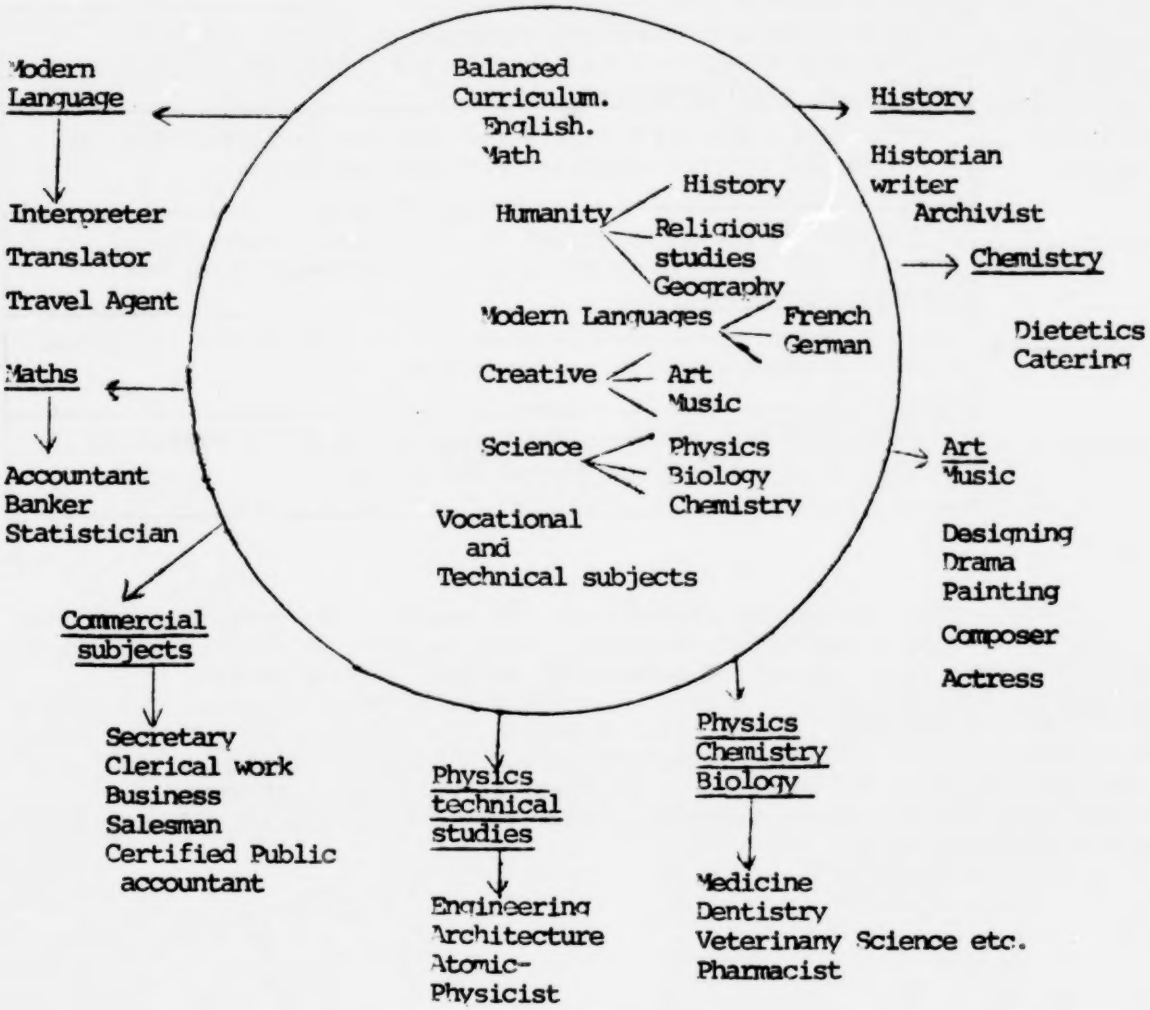
These decisions are important for they affect one's life-style which include financial situation, social and recreational activities and a whole range of satisfactions. These decisions are made through the use of available resources such as those given below:

What is available to help the individual with his/her decisions?


The Individual E.g. the student)
Careers officers and careers teachers who may give independent, unbiased advice over the various choices the individual will have to make
University/college staff who can advise on routes through further education which will enable the individual to obtain specialist qualifications
Parents and significant others who know the individual best as a person and closely concerned with his/her future.
Employers who can offer advice based on their experience of business and industry in the light of employment needs and training opportunities
Subject teachers who provide an objective view of the individual student subject abilities and interests
Form teacher or house master/mistress who sees the individual student in the all-around school situation

In most cases, individual students are not aware of the resources available in helping them make decisions. Similarly, they do not know why one must choose and make a decision. In today's educational system, subject choices is important. Subjects must be chosen in relation with future careers. Individuals must be made aware that the wor d has moved on, the frontiers of knowledge have been pushed out and there is now more to know. A balanced curriculum must give individual students the opportunity to choose in relation, with areas of occupational and or careers interest. Below is a diagram showing subjects and careers implications.

An Example of subject related careers



(c) Counselling. As defined in the introductory part of this report, counselling services is and should be an integral part of the guidance and counselling programme in schools. Counselling services should be given to individual students experiencing emotional problems; social and personal adjustment problems; problems; resulting from smoking, drinking, drug taking, unwanted pregnancies and a host of other problems, Counselling services are preventive, that is preventing individuals from problems which may call for psychotherapy at the remedial level. Counselling is concerned with the personal welfare and emotional stability and well-being of individuals in school and outside the school system. Emotional stability is favourable to the learning and working experiences of students. The learning process for each learner may be facilitated or impeded by the state of his/her mental health. The happy well adjusted,self confident student learns more readily and is better prepared to utilize her/his knowledge and skills than one who was handicapped by tensions, anxieties and frustrations. Hence counselling services are measures which can assist individuals to solve emotional problems to the point that behaviour change, beliefs values and attitudes occur.

In general, the guidance and counselling services in a school setting should help individuals in understanding their abilities and relating their subject choices towards future occupational plans. The services should emphasize the career aspects of learning. These includes;self awareness; positive work attitude; occupational knowledge; decision making; basic skills, employment skills; economic awareness and lifelong learning. The services should seek to bridge the gap between education and the world of work. At the primary school level for example, pupils get to know themselves and the world of work. While at secondary and post secondary school level, students explore their interests and relate them to career fields and also prepare for specific career objectives.

In order to integrate the guidance and counselling services in a school setting, programme of activities must be planned, organized and fit into the school syllabus and the time-table. Policies and terms of references must be given to those charged with the responsibility of planning, organizing and dispensing guidance and counselling services. The guidance and counselling programmes should be based among others and should achieve the following objectives:

(i) to develop among students and work aspirants educational awareness through an understanding of educctional environments, the relationship of vocational and or career choices to educational requirements and educational opportunities in specific institutions and programmes; in relation to job openings;

(ii) to develop among them career awareness through an understanding of career opportunities, life styles that are reflected in different types of work, and job openings;

(iii) to develop among them self-awareness through an understanding of their abilities and competencies, interests, values and personal characteristics that are important in giving direction to educational and career goals; and

(iv) to develop among them planning skills through an understanding of personal decision-making, coping skills to meet different life situations, coping skills to overcome emotional problems, and the procedure involved in advancing from primary school to the world of work or a higher institution. 1/

To achieve these objectives, there should be trained guidance and counselling personnel for effective implementation of the programme and provision of the services. Consequently the need to integrate guidance and counselling programmes into training institutions.

B. Integrating guidance and counselling in Training Development Programmes

It has been noted earlier that one of the constraints impeding effective implementation of guidance and counselling services among countries in Africa is lack of personnel. Since the question of staffing in the service is critical, member States in collaboration with the Ministry Responsible for Human Resources Development and Institutions of higher learning will have to plan for the training of guidance and counselling personnel needed to render the services. Training programmes should be organized at:

(i) The University Faculty of Education, Department of Psychology/ Guidance and Counselling, also the Sociology Department and Psychiatry Department at the Medical School.

(ii) The Teacher Training Colleges and Training of Trainers/Staff Development Programmes.

(iii) On-the-job-training/in-service training.

1/ Sharma, Ramachandra and Okon, Samuel, Guidance and Counselling Services - A Programme for Development: Report for 'Preparatory Studies and Subregional Training Workshops for Career Guidance Officers and Career Development Officers: UNECA PAMM/ED/64/1978.

(i) At the University. Most universities in Africa have Faculty/Department of Education which train teachers at the Degree level. The existing course programme and objectives in the Department of Education should include and integrate guidance and counselling courses to allow students who want to go into guidance and counselling services as their specialization take the specially designed courses.

Universities with established Departments of Guidance and Counselling may prepare guidance and counselling personnel in specialized areas to enable students to apply guidance and counselling services in industry, employment establishments, social, community and health services as well as in schools. While the Department of Sociology may add or integrate to its regular course programme specially designed course programme in guidance and counselling to enable students acquire knowledge and skills in this area for their application as social workers. The Psychiatry Department at the medical school should also integrate in addition to its regular required courses, counselling courses for student who may wish to specialize as counsellors and or for their general application as Psychiatrists in hospitals and private organizations.

(ii) The Teacher Training Colleges 'Training the Trainers Staff Development Officers Programmes. Ideally every teacher in schools Trainers and Staff Development Officers in industry should have the knowledge, skills and understanding of the application of guidance and counselling in their respective setting. Teacher Training Colleges Trainers/Staff Development Officer Programmes should therefore plan and integrate into their curriculum, guidance and counselling courses so that every teacher and Trainer or Staff Development Officer enters the profession with knowledge and skills in guidance and counselling. Any teacher or Staff Development Officer training programme should sensitize the teacher and trainer to be, to the problems that affect learning; to the relationship between learning and the world of work (careers), between learning and personal development; and the need that most pupils have at some stage or the other for a therapeutic relationship with some adult.

The integration of guidance and counselling courses in the curricula is therefore important and absolutely necessary in view of the large number of pupils and trainer who need to prepare them at each terminal stage of the educational and training levels. Secondly, there is also the concern for the drop out, self identity, drug and alcohol abuse and other problems that are becoming unique in schools, hence the need for trained teachers to deal with these problems.

The training offered at both the University and Teacher Training Colleges and within industry should not only equip students and trainers with the skills or just the academic aspects of guidance and counselling, but with the practical experience as well. The course objectives and the teaching should have relevancy to the traditional values, believes and morals of the given society.

(iii) On-the-job-training

This may include intensive national training workshops organized by the ministries concerned or the university at national level. Short-term courses 2-3 months could also be organized at the university during the long vacation. The on-the-job-training programme should enhance the capabilities of those already working as guidance personnel as well as developing para-professionals in the field.

The above (i), (ii), and (iii) are suggestions for consideration in training programmes to meet the need for the required personnel in dispensing guidance and counselling services in schools, social, community and health services, and in employment establishments.

C. Integrating guidance and counselling services into employment programmes

The concepts of occupational guidance and counselling are relatively new within the employment establishments among the African countries of the ECA member States. Perhaps for this reason, the Ministry of Labour and Employment have functioned for many years without occupational guidance and counselling programmes. Recently however, Ministries of Labour and Employment in some African countries have recognized the need and have placed within their establishment, occupational guidance and counselling units whose functions are to provide occupational guidance and counselling services. Examples of these are: the Youth Guidance Service Unit in the Ministry of Employment and Internal Communication in Mauritius; the Vocational Guidance and Employment Counselling Unit in the Ministry of Manpower Training in Egypt; the Vocational Guidance and Counselling Unit within the Bureau of Planning and Human Resources Development Division of the Ministry of Labour in Liberia; and the guidance and counselling programme in the National Vocational Training Division of the Ministry of Labour and Manpower Development in Tanzania. In general, the employment oriented guidance and counselling services provided by these ministries is aimed at helping individuals to get proper preparation for adult working life, and, the best utilization possible of young people seeking and entering into the job market. This service is therefore provided to the new entrants to the employment market; those employees wanting to change jobs and seeking for further training opportunities; school [illegible] drop-out and other groups seeking for employment.

Individuals are in great need of information on available work and career opportunities. An effective guidance and counselling programme within the employment service can reduce ignorance and also stimulate realistic aspirations by opening up new occupational possibilities for the individuals with due attention

paid to the needs of the country in human resources planning, development and utilization as well as the availability of the labour market. Hence, employment and labour service departments as well as other employment agencies including employment federations or workers' union should be effectively involved in the provision of work and employment-oriented guidance and counselling services to the school leaver youth, those entering the labour market, the worker who may be considering changing from one job to another, the employees and other groups. It is therefore, imperative that guidance (vocational/occupational) and counselling services be fully integrated in the employment services.

The manpower demand aspect is certainly of particular interest in the vocational guidance context. Some of the statistics needed for that purpose include:

(i) Current and future manpower requirements by area, occupation, level of education and skill required in the existing private and public sector establishments;

(ii) Number of job vacancies during a period by education and training, occupation and industry;

(iii) Numbers required for planned development projects including self-employed by sex, area, occupation etc.

(iv) Number of nationals required to replace expatriates by sex, age, occupation, education and skill level and industry.

The objectives of a vocational/occupational guidance and counselling programme in the employment establishments may therefore include among others the following:

(i) Assisting persons who are entering the labour force, who seek to change their work activities and or unemployed to choose an occupation and to plan related educational and vocational training.

(ii) Informing employed persons of opportunities for improving their occupational development potential, their level of performance, and the facilities available for this purpose.

(iii) Establishing an employment market information system.

(iv) Provide information on appropriate training and study courses as well as provide an insight into various career areas and structures together with their requirements and career ladder in these fields.

(v) Establish co-operation and co-ordination of activities with all ministries and agencies concerned with the preparation of manpower for transaction to the vocational and working worlds.

The above objectives may be achieved through the following:

(i) A programme of action which should include: Orientation and counselling sessions to the new employees; activities that promote health interpersonal relationship; mechanism for performance appraisal, evaluation and feedback system; and provisions for training and career development opportunities.

(ii) Occupational information mechanism such as job descriptions; schemes of service, career development programmes; regular manpower surveys; projected prospects of various occupational cadres; conditions of services, renumeration; employment outlook, current situation and future trends.

(iii) Use of assessment techniques such as the occupational/psychological tests to identify individuals aptitudes, interests personality traits etc. for the purpose of selection and placement; other techniques such as interview systems and counselling process.

In view of the continued problems experienced by individual employees, the unemployed, the job seekers and other groups, it is recommended that guidance and counselling services should be expanded and integrated in the employment establishments. The services will help to minimize low performances, lack of motivation in the job, high turn over, job disatisfaction wastage of human resources potential, talent and misappropriation and a whole range of others. Guidance and Counselling services as applied in the employment services would enhance the occupational choice; placement of job-seekers; provision and dissemination of accurate and up to date information on training and employment opportunities.

Integrating Occupational/Psychological Testing into Education Training and Employment Programmes

A: Education and Training:

Given the aims of guidance and counselling and the integration of the services in schools as explained early on, it is now appropriate to see how psychological tests fit into this framework. That is how these tests would help bring about the full realization of the guidance and counselling programmes in schools. Let us first briefly outline the major categories of psychological tests and later discuss their contribution to the learning process and the guidance and counselling services in schools.

(i) Aptitude tests: These measure the individual's potential in a specific area. They measure what an individual can learn or what he should be able to do. Memory, spatial ability, manual dexterity, perceptual speed, word fluency, are all examples of aptitudes.

(ii) Intelligence tests: These measure general learning ability. The ability to understand instructions and underlying principles; the ability to reason and make judgements.

(iii) Interest tests: They measure the individual's tendency to prefer or engage in a particular type of activity or measure the individual's interests in particular occupation or class of occupations.

(iv) Personality tests: These measure the individual's intra-psychic modes of feelings or perceiving reality emotionally and of acting.

Having outlined what each test is capable of revealing about an individual, it is now necessary to relate in general how these tests contribute to the learning process help to achieve the aims of guidance and counselling services in schools.

Firstly, psychological tests would enable the counsellor to assess and determine if not discover his client's (pupils/students) abilities, interests, needs etc. It is only after the counsellor has this information that he would be better placed to guide his client towards self-understanding. For example, success in most walks of life seems to follow from the complex interaction of a pattern of motivation and aptitudes. One way of trying to explore motivation is by the assessment of individuals interests. The interests tests results obtained could form the basis for

discussion with the pupil or individuals about their attitudes towards say, school, subjects and the world of work, consequently the counsellor is then in a better position to offer his counsellee the best guidance.

Secondly, the counsellor is to help the client with information about his environment. The advantages and disadvantages of different occupations and educational courses, the qualifications necessary for entry to them, etc. while the counsellor will have information concerning the various occupations and educational courses, the psychological tests would help the counsellor in his attempt to match the ability, interest, personality etc. of his clients to the occupations or educational courses he aspires for. After the match is predicted by the use of tests, counselling would be geared towards making the client discover his opportunities.

Thirdly psychological tests such as the use of personality tests provides information for the student about himself that will help him clarify his self-concept and think about school or jobs in terms of these traits. Personality tests can be used as source of stimulation to self-analysis by which the student comes to a more complete understanding of the kind of person he is. By knowing his strengths and weaknesses, the guidance counsellor is in a better position to help him in his subject choice and career aspirations.

Lastly, it is therefore, necessary that there be close contact between the tests developers and the counsellors so that tests are properly administered, scored, and scores rightly interpreted.

The test programme in school should be well organized and must have relation to use, integration and continuity. Relation to use means that the tests used should be applicable or relevant to the problem at hand. Integration refers to the extent to which there is a logical and clear cut relationship between the different test instruments being used and between the tests administered from grade to grade or from one level to the next level. Last, a testing programme must be continued over a period of years. This helps the counsellor to follow the growth of an individual student from year to year and also know his (the counsellor/tester) test instruments better.

With the above arguments, it is clear that psychological tests have a role to play in supporting guidance and counselling services in schools as well as assessing various aspects of individual's growth and development which are significant in the learning process as well as careers/vocational choice. Having said this, and although the use of psychological tests among African countries is very minimal, the need to integrate occupational psychological tests in education and training should be made and given serious attention.

B. Employment programme

It has been mentioned earlier on that psychological tests attempt to assess a person's potential, abilities or personality traits that are essential for the performance of a particular job. That psychological tests are generally employed in occupational decisions, including both individual counselling decisions and institutional decisions concerning the selection, placement and classification of personnel. Institutional decisions such as choice of a psychologist to be employed by a mining Industry may be distinguished from individual decisions by a refugee such as choice of a university or training course to be followed by the refugee scholar.

Following the above argument, it is evident that psychological tests if effectively employed can play a significant role say in decision making, selection and placement, identification of potentials and talents and as methods of assessment in fitting men/women to jobs or training opportunities. In view of this, integration of occupational psychological testing services into employment programmes should be made and given high priority.

In Africa with the exception of a few countries who have attempted to adapt and employ psychological tests, not much attention has been given to the development of psychological tests. A few factors go to explain this situation.

Firstly, the science of psychology and its applications in education, Industry and health services is still little known to and accepted by the general public of Third World countries. Secondly, the question of attitudes plays a role in harrassing the status of psychological testing (in some countries) such as negative attitudes towards objectivity in selection are prevalent. Thirdly, the various misconceptions about psychological tests and the counselling services in general make it difficult for the general public, administrators and policy makers to regard psychological testing and counselling services as preventive measures.

As more countries develop and use psychological tests in schools, employment services and so forth, the above expressed attitudes will soon go away. The Educational and Occupational Assessment Services of the Ministry of Labour and Social Services in Zambia for example has and continue to experience these sort of problems, however, the services have proved their worth. The Educational and Occupational Assessment Services (EOAS) in Zambia for example attempts through psychological testing to answer three questions:

(i) who should be trained? (ii) who should be employed? and (iii) who should be promoted? Any government department, parastatal or private organization in Zambia that need to be served in one of the above areas would normally approach EOAS which would in turn administer/prescribe a proper test to get the candidate needed.

In view of the important role psychological tests can play in the employment services, thought must therefore be given to: (i) the development, adaptation and application of psychological tests in employment services; (ii) the research and training of competent and skilled psychometricans to construct local tests, administer and interpret tests rightly; (iii) the development of psychological laboratories where experiments on human behaviors can be conducted and (iv) the integration of these services in the employment establishments.

Having discussed the need to integrate occupational/psychological testing, career guidance and counselling services into education, training and employment, objectives and strategies for their integration, and before conclusions and suggested recommendations are advanced, let us look at the following four goals which may have strong influence on the nature and scope for the integration of guidance and counselling services into education, training and employment programmes. These are:

1. Is guidance to be for manpower utilization or for individual development?

2. Is guidance to be for occupational choice or for career development?

3. Is guidance to consist of information dissemination or of counselling?

In practice any given system or agency may adopt various emphasis drawn from these three parameters. In general, guidance may be customized to speak to all three goals and, in fact, if it is to meet the needs of our schools, employment establishments and our societies adequately, then it must be responsive to all of them. The degree to which one emphasizes occupational choice over career development or manpower utilization over individual development will be determined by the values and goals of a particular organization, ministry etc and its own particular method of adopting and adapting available programmes and practices.

VI. CONCLUSION AND RECOMMENDATIONS

The development and effective utilization of human resources is central to national development. This requires, on the one hand the production of sufficient numbers of people with the knowledge and skills which can be utilized in the realization of national goals and on the other, the appropriate placement of these people. To facilitate the productive capacity of organizations, and hence advance the process of national development, it is essential that the available resources, skills and abilities are correctly identified and allocated where they can be optimally utilized. The acquisition of requisite skills depends upon effective dissemination of careers information and a systematic career guidance and counselling regime operating alongside the education system, training and employment programmes.

In the employment services for example, appropriate placement begins with proper selection of personnel. Personnel selection entails identifying from a large number of applicants for a particular job or training for a job, those with the appropriate combination of educctional attainment, ability (or capacity), inclination (interest and willingness) and temperament to enable them perform the job satisfactorily or undergo the training programme successfully. It is in the interest of both the worker and the organization for the employee to be satisfactory at his work for the following reasons:

(i) For the employee, it is important to have a job and working conditions which will satisfy him or her; and to do a job whose demands are not beyond his/her capacity to perform the job in question;

(ii) Organizations operate under economic considerations which place a premium on the efficient utilization of their resources, including human resources, and it is clearly in the interest of the organization to have employees who are satisfactory at their work. In addition, it is in the interest of the organization for the workers to be satisfied in their work since disatisfied employees are prone to high rates of accidents, absenteeism, turnover and general unsatisfactory work performance. Indiscipline and lack of commitment usually lead to low output and are «silent» aspects of misuse of manpower.

While within the school system, early identification of the talent of an individual is very essential for the proper planning of programmes for the manpower needs of the country. An integrated guidance and counselling programme in schools and colleges will provide directions to young people in persuing the right type of education in which there is no over production of certain manpower needs and under production of the other aspects of manpower needs. This is a sure process of planning, developing and utilizing the country's human resources.

It is evident from the countries reviewed in this report that there is a realization of the importance of adopting a systematic approach in the application of guidance and counselling services. To this effect, psychological occupational testing and career guidance and counselling should be fully integrated into educational, training and employment programmes.

The ten countries reviewed in this report have and continue to operate under considerable constraints to provide these services to the country. In the main as has been pointed earlier on, the constraints have to do with: lack of firm and meaningful statewide policies for establishing and executing the programmes; lukewarm acceptability of the programme by higher authorities and institutions involved; insufficient funding and inadequate staffing (this is especially true of the countries reviewed in this report) lack of incentives and recognization for the few available professionally trained personnel; lack of national organizational structure (in some countries) on which to base the programme; lack of an appropriate sustaining platform for professional communication and exchange; lack of local imperical information and research on which to base decisions and programmes at all levels; and that there is no national Employment Services Bureau (this is especially true with many countries in Africa) which can collect and up-date information on the job market. Without an employment bureau it is difficult to have access to information which can be used by the counsellor in his/her work.

In view of the foregoing analysis of the constraints and short-comings attending the application of psychological and occupational testing, career guidance and counselling in education, training and employment among African countries the following recommendations are offered with a view to improving the quality of service rendered and the integration of the service into education, training and employment:

(i) Organizational Base: The current existing organizational structure in most countries of Africa is not adequate and in some it does not exist. An organizational structure is needed to strengthen the disintegrated service of guidance and counselling at the national level. The organizational base could be established in the ministry responsible for Human Resources Development for the overall co-ordination and programming with functional relationships or linkages with ministerial departments, institutions and agencies engaged in the provision of guidance and counselling services. This unit in the ministry responsible for Human Resources Development should not only serve as a co-ordinating agency, but can be expanded and organized along the following areas of activity:

(a) Evaluation Section - to undertake the development and evaluation of guidance and counselling programmes and instructional materials and the dissemination of the developed materials to the intended users.

(b) Research Section - charged with undertaking research into more preventive models in guidance and counselling. This may help reduce the stigma that only the mentally ill seek the services of a Guidance and Counselling expert. There should be a shift from this executive/crisis intervention modes to preventive model so that the consumer knows that even healthier people can still be serviced. The research can be approached from various angles or levels such as (i) ministerial level with areas of research studies including: administrative, managerial and organizational structure, policies supporting guidance and counselling programmes etc. (ii) institutional level - areas of research including levels of training, and areas of specialization, guidance and counselling needs assessment etc. and (iii) course level - such as integration of guidance and counselling into training and educational curricula etc.

(c) Test Development Section - for the development of standardized, reliable and valid measures of aptitude, ability, achievement and;interests for use by teachers, career guidance personnel, etc. . Review of materials and development of new tests; training for test development should be undertaken and encouraged at university level and at all other relevant levels.

This test development section should also join work with National Examination Councils/Boards in an effort to develop tests in possible areas of psychological/occupational tests.

(ii) Policy: Although existing guidance and counselling units within the ministries of Labour and Employment, Education and other organizations have been setup by the governments, in most cases, there are no clearly defined policies committing the government ministerial department to the application of psychological testing, career guidance and counselling in education, training and employment. In formulating such policies, consultations should be made with all the ministries and organizations engaged in rendering such services so that activities are undertaken and co-ordinated following the underlying policies. Adequate funds as one of the policy must be provided for effective implementation of the programme.

(iii) The Role of the Examination Councils/Boards: In the absence of testing centres in most countries of Africa, the National Examination Councils/Boards can play a significant role in the development of standardized battery tests. The following areas are recommended:

(a) Construction of the tests - this involves the deciding of what the test is to measure. This involves visiting educational institutions, industrial establishments and conduct interviews with various professionals etc. so that problems can be defined and principle traits to be measured in each situation identified.

(b) Pretesting of the tests - the assembled preliminary set of predictors designed to assess the identified traits can now be pretested.

(c) Validation of the tests - this requires the validation of each test and the most suitable tests are retained for operational use.

(d) Standardization of the tests - the standardization process is to give directions of administering the tests, materials employed, time limit, oral instructions to subjects, and every other detail of the testing situation.

(e) Upgrading of the tests - this is intended to review the validity of the battery tests because of the continually changing educational programmes. Thus the Examination Councils or Boards will have to be continually in touch with the schools and industries so as to maintain the credibility of the battery tests.
As it can be seen some of the processes in the battery tests development are highly technical, thus the need for the job to be done by qualified personnel from Examination Councils or Boards.
The other reason why test development must be done by the Examination Councils is that most test making organizations do not sell or release their tests to individuals but rather to Examination Boards. Therefore Examination Councils or Boards with the privilege to acquire foreign tests would have a good pool of tests to adapt for a particular battery test.

Lastly, Examination Councils with their experience and trained personnel would be in a better position to adapt the tests, standardize them to get local stable norms rather than counsellors who may not follow all the processes of test development rigorously as required.

(iv) Employment Services Bureau: An employment Services Bureau should be established (where it does not exist) at the national level. The function of the Bureau would be to liaise with employing agencies (including government departments) and institutions in order to collate and constantly up-date information on job and career opportunities. This information would then be made available to the Psychological Service, among other agencies/clients, for use in guidance and counselling.

(v) Training: Since the question of staffing in the service is critical, member States should give high priority to the training of guidance and counselling personnel including test experts.

(vi) The Role of the University and other Institutions of Higher Learning: The University should play a significant role in promoting guidance and counselling services through research professionalism, co-ordination and others. In the area of research, the university should be a source of imperically based research data, a resource for ideas i.e. a consultative role in enhancing the efficiency of the practioners in the development of new guidance and counselling techniques; raising

the professional status of guidance and counselling practices by enhancing for example the appeal of the practice to the target population both within the university and to the general population which includes policy makers and implementers liaising with and co-ordinating the work of the fragmentary subgroups of people practising such services and those who receive it or require such data.

Most African countries including those reviewed in this report are accutely aware of the importance of the above advanced recommendations and their relationship to the application of guidance and counselling, occupational and psychological testing in education, training and employment. As seen all along in this report, the countries are, however, hampered in this activity by several constraints. Implementation of the above recommendations would go some way in alleviating these problems. However, there is need for the countries to make deliberate efforts to undertake these activities if the guidance and counselling services, occupational and psychological testing are to remain current and relevant and effectively integrated into educational, training and employment services programmes.